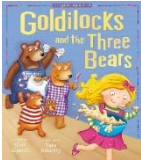

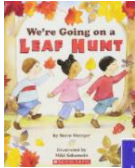



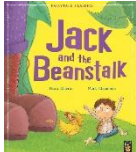

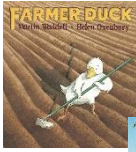
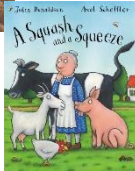
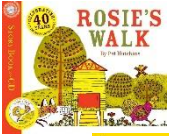
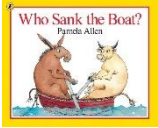





# Nursery's Curriculum Overview

## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery


Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
Key texts	 	 	 	 	 	 
Enhancements:	<ul style="list-style-type: none"> <li>• Visit from baby</li> <li>• Parent session – communication and singing session</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn walk – Forest school</li> <li>• Christmas party</li> </ul>	<ul style="list-style-type: none"> <li>• Winter Walk – Forest school</li> <li>• Bear Hunt</li> <li>• Visit from dental nurse</li> <li>• Parent session – Superhero challenge day (maths focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Insect lore – caterpillars</li> <li>• Visit to allotment</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Acorn farm</li> </ul>	<ul style="list-style-type: none"> <li>• Parent session – Pirate activity day (Physical development focus)</li> <li>• Trip to New Brighton</li> </ul>
Personal, Social and Emotional Development	<p>Responsive to children's needs.</p> <p>Introduce Ready, Respect, Safe</p> <p>Focus on play and turn taking.</p> <p>Learn routines and boundaries.</p>		<p>Responsive to children's needs.</p> <p>Continue to focus on Ready, Respect, Safe</p> <p>Focus on play and turn taking.</p> <p>Continue to develop understanding of routines and boundaries.</p>		<p>Responsive to children's needs</p> <p>Continue to focus on Ready, Respect, Safe</p> <p>Focus on play and turn taking.</p> <p>Continue to develop understanding of routines and boundaries.</p>	

<p>Ongoing and embedded throughout the year</p>	<p>Use the toilet with help</p> <p>Put on my coat with support</p> <p>Emotions focus: happy, sad – how does that look? What can make us feel this way?</p>	<p>Managing own toileting needs e.g. using the toilet, washing and drying hands</p> <p>Put on my coat and zip it up with support.</p> <p>Begin to think about the food I eat and how to be healthy in my choices</p> <p>Emotions focus: Anxious/ worried, calm/peaceful – how does that look? What can make us feel this way?</p>	<p>Use the toilet independently, usually dry throughout the day and can wash and dry hands thoroughly</p> <p>Put my coat on and zip it up independently</p> <p>Make healthy choices about food and drink.</p> <p>Emotions focus: angry/frustrated, excited – how does that look? What can make us feel this way?</p>
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<p><b>Personal, Social and Emotional Development Matters</b></p> 	<ul style="list-style-type: none"> <li>• Select and use activities and resources</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Understand gradually how others might be feeling</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
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**Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery**

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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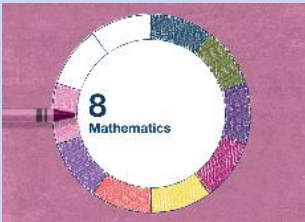
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Physical Development</b></p> <p>Ongoing and embedded throughout the year</p>	<p>Use the toilet with help</p> <p>Put on my coat with support</p> <p>Begin to use fine motor skills to carry out tasks- e.g. pouring/exploring tools /paintbrushes</p> <p>Dough disco.</p> <p>Cosmic Yoga</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>		<p>Managing own toileting needs e.g. using the toilet, washing and drying hands</p> <p>Put on my coat and zip it up with support.</p> <p>Begin to think about the food I eat and how to be healthy in my choices</p> <p>Begin to use scissors to make snips in paper</p> <p>Begin to use a pencil with a comfortable grip</p> <p>Dough disco.</p> <p>Cosmic Yoga</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>		<p>Use the toilet independently, usually dry throughout the day and can wash and dry hands thoroughly</p> <p>Put my coat on and zip it up independently</p> <p>Make healthy choices about food and drink.</p> <p>Use one handed tools confidently (making snips in paper with scissors)</p> <p>I can use a comfortable grip with good control when using pencils</p> <p>Dough disco.</p> <p>Cosmic Yoga</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	
<p><b>Physical Development Development Matters</b></p> 	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Collaborate with others to manage large items.</li> <li>• Use one-handed tools and equipment</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed.</li> </ul>					

## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Literacy</b> Reading and comprehension</p> <p><i>Key texts (hooks for books)</i></p> <p><b>Communication and Language</b></p> <p><i>Ongoing focus on building skills &amp; vocabulary</i></p>	<ul style="list-style-type: none"> <li>Join in with rhymes and showing an interest in stories.</li> <li>Showing an interest in environmental print.</li> <li>Start to develop play around stories.</li> <li>Showing interest in stories with repeated refrains.</li> <li>Hold the book the right way up and right way round, turn the pages one at a time in the right direction.</li> <li>Retell a story with actions and / or picture prompts as part of a group.</li> </ul> <p><b>Phonics – Phase 1 Letters and Sounds – Environmental sounds, Instrumental sounds, Body percussion, voice sounds</b></p>		<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events of known stories</li> <li>Understand that print has meaning</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>Engage in conversations about stories, learning new vocabulary.</li> <li>Begin to draw pictures of characters from a story know the difference between picture and text</li> <li>Sequence some events from stories</li> <li>Retell a story with actions and / or picture prompts as part of a group.</li> </ul> <p><b>Phonics – Phase 1 Letters and Sounds – Alliteration, rhythm &amp; rhyme, Oral Blending</b></p>		<ul style="list-style-type: none"> <li>Explain the main events of a story and talk about stories</li> <li>Record stories through picture drawing/mark making Recognizing initial sounds</li> <li>Use story language and new vocabulary in my play</li> <li>Tracking some words with reading fingers (under the words) from left to right, top to bottom.</li> <li>Retell a story with actions and / or picture prompts as part of a group.</li> </ul> <p><b>Phonics – Phase 1 Letters and Sounds RWI (when appropriate)</b></p>	
<p><b>Physical Development for writing</b></p>	<p>Squiggle whilst you wiggle activities Cosmic Yoga Dough disco 'Pinchy Parrot' activities Funky fingers activities</p>		<p>Squiggle whilst you wiggle activities Cosmic Yoga Dough disco 'Pinchy Parrot' activities Funky fingers activities</p>		<p>Squiggle whilst you wiggle activities Cosmic Yoga Dough disco 'Pinchy Parrot' activities Funky fingers activities</p>	
<p><b>Literacy</b> Writing</p> <p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>Showing interest in mark making in provision – using a variety of media and tools</li> </ul>		<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing – directionality, starting at the top of the page; write 'm' for mummy.</li> </ul>		<ul style="list-style-type: none"> <li>Write some or all of their name. - Write some letters accurately.</li> <li>Write their name by copying from a card and try to write from memory with some recognisable letters</li> </ul>	

<p><i>Ongoing focus on building skills &amp; vocabulary</i></p>			<ul style="list-style-type: none"> <li>• Begin to write initial sounds such as m for mum / d for dog</li> </ul>
<p><b>Communication and Language Development Matters</b></p> <p><b>Literacy Development Matters</b></p>  	<p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Engage in extended conversations about stories</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts</li> <li>• Understand 'why' questions</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals,</li> <li>• Develop their pronunciation</li> <li>• Use longer sentences of four to six words</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play:</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</li> <li>• Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some letters accurately.</li> </ul>		

# Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Mathematics</b></p>  	<p><u>Cardinality, ordinality and counting</u> – To have a deep concise understanding of number names to 2. Recite finger and number rhymes. To understand the last number counted gives the total (Cardinal principle). To recognise up to 2 objects without counting (Subitising) Link numerals to amounts up to 2. To understand the conservation of numbers knowing that the number does not change if objects are rearranged. Recognises some numerals of personal significance</p> <p><u>Composition</u> – see that all numbers can be made of 1s. Experiment with symbols, marks and numerals</p> <p><u>Comparison</u> – To compare amounts using ‘lots’, ‘more’ or ‘same’. To identify groups with the same total. Solve real world mathematical problems</p> <p><u>Pattern</u> - Notice patterns in their environment. To arrange things in patterns. To follow simple AB action patterns.</p> <p><u>Shape, Space, Measure</u> – To complete a range of different puzzles. To build with a variety of resources. Begin talking about and exploring 2D shape, naming a circle when shown. Use a circle appropriately for pictures/models. Select a circle from a group of shapes. Begin to be aware that a circle has no corners and one side</p>	<p><u>Cardinality, ordinality and counting</u> - have opportunities to develop an understanding that anything can be counted, including actions and sounds. To have a deep concise understanding of number names to 4. To recognise up to 2, then 3 objects without counting (Subitising) Recite number rhymes. Recite numbers to 5 and say one number for each item in order. Understand the last number counted gives the total (Cardinal principle) Link numerals with the correct amount. To compare amounts</p> <p><u>Composition</u> – To see smaller numbers within bigger numbers. To compare amounts, knowing which is the same, which is more. To play games and explore number by adding or taking away 1 object.</p> <p><u>Comparison</u> - To compare amounts using ‘more than’, ‘fewer than’. To identify groups with the same total. Solve real world mathematical problems.</p> <p><u>Pattern</u> - To replicate and talk about an AB pattern. To begin to create more complex patterns.</p> <p><u>Shape, Space, Measure</u> – Name a triangle when shown and use it appropriately for pictures / models. To select a Triangle from a group of shapes. Begin to be aware that a Triangle has 3</p>	<p><u>Cardinality, ordinality and counting</u> - have opportunities to develop an understanding that anything can be counted, including actions and sounds. To have a deep concise understanding of number names to 4. To recognise up to 2, then 3 objects without counting (Subitising) Recite number rhymes. Recite numbers to 5 and say one number for each item in order. Understand the last number counted gives the total (Cardinal principle) Link numerals with the correct amount. To compare amounts</p> <p><u>Composition</u> – To see smaller numbers within bigger numbers. To compare amounts, knowing which is the same, which is more. To play games and explore number by adding or taking away 1 object.</p> <p><u>Comparison</u> - To compare amounts using ‘more than’, ‘fewer than’. To identify groups with the same total. Solve real world mathematical problems.</p> <p><u>Pattern</u> - To replicate and talk about an AB pattern. To begin to create more complex patterns.</p> <p><u>Shape, Space, Measure</u> – Name a triangle when shown and use it appropriately for pictures / models. To select a Triangle from a group of shapes. Begin to be aware that a Triangle has 3</p>	<p><u>Cardinality, ordinality and counting</u> - To have a deep concise understanding of number names to 5. To recognise up to 3 objects without counting (Subitising) Understand the last number counted gives the total (Cardinal principle) Show finger numbers up to 5. Link numerals with the correct amount. Count 5 objects accurately.</p> <p><u>Composition</u> – To see smaller numbers within bigger numbers. To understand how to make a given number by adding or taking away 1 object. To know that a given number can be made by adding different amounts.</p> <p><u>Comparison</u> – To compare amounts using ‘more than’, ‘fewer than’. To identify groups with the same total. Solve real world mathematical problems to 5.</p> <p><u>Pattern</u> - To begin to create their own simple AB action patterns. To begin to create and talk through the process of their own AB patterns. Begin to notice mistakes in patterns.</p> <p><u>Shape, Space, Measure</u> – To build with a variety of resources, beginning to choose some appropriate shapes. Begin to notice similarities and differences and sort shapes according to whether they have corners or not. To begin to use some positional language. To identify and say when a container is full and empty.</p>		

	<p>Explore positional language. Begin to sequence pictures and events. To fill and empty containers.</p>	<p>corners and 3 sides. To recognise a square and point out a corner/side. To select a square from a group of shapes. To understand position: 'in', 'on', 'under' direction: 'up', 'down', 'across'. Find things in the environment that are longer, shorter or the same length. To order 3 things by height / length. Begin to build up vocabulary to describe length. Understand each day of the week has a different name.</p>	<p>To know which container has more/less.</p>
<p><b>Mathematics Development Matters</b></p>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order to 5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone</li> <li>• Describe a familiar route, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity</li> <li>• Select shapes appropriately</li> <li>• Talk about and identify the patterns around them.</li> <li>• Extend and create ABAB</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		

## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Understanding the World</b> The <i>Natural World / Science</i></p> <p>Lots of this learning happens during our daily outdoor provision</p> <p>Throughout the year, seasons and the effect on the natural world around them.</p>	<p>Introduce the investigation station including magnets, light sources, different materials natural and manmade.</p> <p>Explore changing seasons and the effect on the natural world during outdoor provision.</p> <p>Exploring materials – 3 Little Pigs.</p> <p>Changes to materials – porridge, dough, water, sand</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Observe and talk about signs of Autumn.</p> <p>Name and describe some plants and animals in the school grounds.</p> <p>Explore natural objects, pine cones, acorns, leaves, pumpkins, lentils, seasonal vegetables.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Explore changing seasons and the effect on the natural world</p> <p>Observe and talk about signs of Winter.</p> <p>Explore materials – snow, ice</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Learn the life cycle of a bean.</p> <p>Learn the life cycle of a butterfly.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Planting and tending seeds and observing mini beasts.</p> <p>Plants observations talk about changes.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Learn the life cycles of animals – baby animals and mothers.</p> <p>Visit to a farm.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>	<p>Explore changing seasons and the effect on the natural world</p> <p>Observe and talk about signs of Summer.</p> <p>Floating and sinking</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>


**Understanding the  
World**  
The *Natural World* /  
**Science**

**Development Matters**



- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Understanding the World</b> People, Culture &amp; Communities (including RE)</p> <div style="text-align: center;">  </div>	<b>Discuss and share celebrations that are important to children and families in our cohort throughout the year.</b>					
	<p><b>Who is special to me?</b> Explore different important people in our lives.</p> <p>Why are we special.</p> <p>Who helps us in school?</p> <p>Explore similarities and differences between us.</p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories and have some knowledge/experiences connected with</p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Harvest</li> <li>• Diwali</li> </ul> <p>Say why festivals are special times for believers of different faiths.</p> <p><b>Christmas</b> - Celebrating Jesus birth.</p>	<p>The children will explore the Chinese New Year Celebrations and traditions.</p> <p>The children will be able to talk about the customs and their importance.</p>	<p>The children will explore the Christian Celebration of Easter- looking at tradition and significance.</p> <p>Significant People and Mother's Day.</p>	<p>The children will explore the Muslim Celebration of Eid - looking at tradition and significance.</p> <p>Significant People and Father's Day.</p>	<p>Holidays – people and places around the world.</p>

**Understanding the World**


People, Culture & Communities (including RE)


**Development Matters**





- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – Nursery

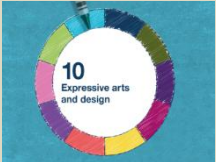
14	Autumn 1 and Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
People, Culture, Communities & The Natural World (including Geography) <div style="text-align: center; margin-top: 10px;">  </div>	and outdoors.  House building – construction (link to 3 little pigs)  Look at different houses, compare features.  Introduction to maps – use of road mat in small world play.  Interactive Globe – to find out more information about where we live.	explore Forest School environment.  Interactive Globe – to find out more information about countries – linked to celebrations.	find out more information about the Polar animals.	desert, Polar, rainforest – linked to plants. (Use of Interactive Globe too)	Map of the farm – locating features. Design farm layout, including paths, fences, features.	Brighton  Occupations – linked to transport.
<b>Understanding the World</b> People, Culture, Communities & The Natural World (including Geography)	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Show interest in different occupations.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					
<b>Development Matters</b>						

<p><b>Understanding the World History</b> (Past &amp; Present)</p> <p>Also see visitors and key texts</p> 	<p>What can I do now that I couldn't do as a baby?</p>	<p>Remembrance Sunday</p> <p>Look back at own celebrations – birthday, Christmas, Hallowe'en (short time frames – yesterday, at the weekend, in the holiday)</p> <p>Toys from the past</p>	<p>Look back at own celebrations - Christmas</p>	<p>Language of time, sequencing (timeline) of how bean/butterfly grew.</p>	<p>Farm equipment/machinery from the past and present</p> <p>Language of time, sequencing of animal growth.</p>	<p>Comparison of how they have changed since September.</p> <p>Timeline of events across their Nursery year.</p>
	<p>Days of the week.  Vocabulary of time – now, next, later, before, yesterday, tomorrow, today, next week, last week throughout the year.  Counting down to important events on a calendar.  Recalling events in the past – year at Nursery</p>					
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>					


<p><b>History (Past &amp; Present)</b></p> <p><b>Development Matters</b></p> 			
<p><b>Understanding the World</b></p> <p><b>Technology / Computing</b></p> 	<p>E Safety</p> <p>Cause and action toys, books</p> <p>Interactive Globe</p>	<p>E Safety</p> <p>Use of CD player</p> <p>Ipad – to take photos in provision (supported)</p> <p>Interactive Globe</p>	<p>E Safety</p> <p>Interactive Globe</p> <p>Remote control toys, programmable toys.</p> <p>Ipad – phonics app, Numbots app</p>

## Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Nursery

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<p><b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including <b>DT</b>)</p> 	<p>Introduce Creation Station</p> <p>Practise cutting/making snips – in dough area &amp; Creation Station</p> <p>Teach DT joining skills with glue (stick), tape etc.</p> <p>Exploring clay – 3 little pigs</p>	<p>Cooking - Gingerbread</p>	<p>Joining skills – paper folding (concertina) to create dragon puppet.</p>	<p>Cooking – fruit salad – linked to Very Hungry Caterpillar story.</p>	<p>Design a farm play world using a variety of materials.</p>	<p>Children to design and make a vehicle using a variety of joining skills and materials.</p>
<p><b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including <b>Art</b>)</p> 	<p>Use a variety of media to make marks. To begin to add marks ie facial features.</p> <p>Applying paint in different ways, brushes, fingers, sticks, ice paint, fruit &amp; vegetables printing,</p> <p>Use a wide range of colours.</p> <p>Exploring mixing colours.</p> <p>Using a variety of materials to make free collage.</p> <p>Tearing and cutting paper.</p>	<p>Use a variety of media to draw lines and circles. To develop lines and circles to represent objects.</p> <p>Applying paint in different ways, washes, Winter scenes on tin foil, handprint for Christmas card. Adding texture to paint using different tools/materials – Easter card.</p> <p>Use a wide range of colours, begin to select colours for a purpose.</p> <p>Mixing colours for a purpose.</p> <p>Using a variety of materials to make free collage.</p>	<p>Use a variety of media to draw recognizable images.</p> <p>Applying paint in different ways, wheels, patterns,</p> <p>Use a wide range of colours for a purpose.</p> <p>Mixing colours for a purpose.</p> <p>Using a variety of materials to make free collage.</p> <p>Using scissors to cut shapes for a purpose.</p> <p>Add sand, glue, sawdust to paint for texture.</p>			

	<p>Transient art – Autumn Fruit and vegetables (Artist – Guiseppe Arcimboldo ‘Four seasons’)</p>	<p>Tearing and cutting paper.</p> <p>Exploring mark making materials – chalk, pastels, felt tips, crayons – comparing quality/differences of marks.</p> <p>Observational drawing – Mother’s Day card – flowers.</p>	<p>Observational work: Objects. Draw from memory and imagination.</p>
<p><b>Expressive Arts</b></p> <p><b>Development Matters</b></p> 	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul>		

# Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Reception 2022-2023

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Starting school/Me and my family	Autumn and Celebrations	Winter	Plants/life cycles	Farm animals/life cycles	Journeys
<b>Expressive Arts and Design</b> Exploring and Using Media and Materials Being Imaginative (including <b>Music</b> ) 	Nursery rhymes and songs daily  Christmas performance songs and actions  Body percussion explore tempo, dynamics and rhythm  Voice sounds (Phonics) 'Pitch match', melodic shape,  Explore percussion instruments - tempo, dynamics and rhythm  Welcome music – discuss feelings and emotions and responses to the weekly piece of music. Eg - Vivaldi 'Autumn' The Four Seasons, Sister Sledge – 'we are family', 'We're all amazin'g - Live performance by London Rhymes		Nursery rhymes and songs daily  Bear hunt sound effects to the story  Make shaker instruments to perform with.  Body percussion explore tempo, dynamics and rhythm  Voice sounds (Phonics) 'Pitch match', melodic shape,  Develop control of percussion instruments - tempo, dynamics and rhythm  Welcome music – discuss feelings and emotions and responses to the weekly piece of music. Eg – 'Celebrate' (good times, come on), Debussy's "Snow is dancing", Michael Jackson's "Rocking Robin", Brahm's Lullaby, Jimmie Rogers : English country garden, Edvard Grieg: "Hall of the mountain king"		Nursery rhymes and songs daily  Sing favourite songs  Develop control of percussion instruments - tempo, dynamics and rhythm  Welcome music – discuss feelings and emotions and responses to the weekly piece of music. Eg - Beethoven Piano Improvisation - Old MacDonald in the Style of Beethoven, 'We all go travelling by'	
<b>Expressive Arts and Design</b>  <b>Development Matters</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> </ul>					



- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.